

District Career Development Plan Analysis Individual LEA Protocol

LEA: _____
 Reviewer(s): _____
 Date: _____

Review Included (Check all that apply)

- ____ CSIP with District Career Development Plan
 ____ District action plan or more specific local planning document
 ____ One or more building plans (list buildings) _____

3= Little technical assistance needed

2= Adjustments and some support may be needed

1= Extensive technical help may be needed

0= Need for follow-up to gather more information

Collecting and Analyzing Student Data (See CSIP Constant Conversation #I A, B, and C)

1	3	2	1	0
	Scores are listed, with summary findings about student achievement with interpretation about patterns, trends, and implications. Analysis was detailed enough to lead to decisions about practice. (LRDA 1)	Scores are not included. Plan includes general summary of the findings with interpretation about patterns, trends, and implications. Analysis is general and of limited help in making decisions about practice.	Scores are not included. Little analysis and interpretation are apparent in this plan.	Can't tell from plan
2	3	2	1	0
	Analysis includes the general population as well as findings and implications for all subgroups represented in the district. (LRDA 2, 4)	Analysis includes findings and implications for some but not all sub groups represented in the district.	Analysis reported in nonspecific terms so that conclusion about needs are difficult to make.	Can't tell from plan

Comments: _____

Goal Setting for Professional Development (See CSIP Constant Conversation #I D; II E, F)

3	3 Professional Development Target is focused on improving student achievement and provides skill development in instruction – specifically Reading, Math or Science. (TQ3)	2 Professional Development Target is focused on teaching practices that impact students but not instruction (For example - affective/behavioral/social emotional).	1 Target is on adult or systems variable rather than on student. (Distal)	0 Can't tell from plan
4	3 Goals and PD Target are aligned with data. (TQ2)	2 Goals and PD target are not aligned with data.	1 No PD target .	0 Can't tell from plan
5	3 Target is based on the AIG/MAO and district goals but is narrower and more specific. (TQ1)	2 PD Target is too broad.	1 Initiatives listed under PD are too numerous for targeted learning and implementation.	0 Can't tell from plan

Comments: _____

6	3 There is a singular focus at the district/building for PD – faculty will be able to focus on one major area at a time. (OK to have multiple emphases across district with variation at the building level as long as this variation is based on data.)	2 There are 2-3 focus areas for PD that a faculty will need to address at one time	1 There are more than 3 focus areas for PD– evidence of fragmentation	0 Can't tell from plan
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Comments: _____

Selecting Content (See CSIP Constant Conversation #II F, Research Base II D)

7	3 Plan describes PD content for all buildings and grade-spans.	2 Content described for some grade-span/ buildings but not others.	1 Plan does not describe content.	0 Can't tell from plan
8	3 Plan describes the decision making process for selection of content: appropriate criteria were used to judge the quality of research. (PD5)	2 Plan describes the decision making process but criteria not present.	1 No evidence of a process or criteria for selecting content	0 Can't tell from plan
9	3 Content is well grounded in research base – strategies are listed and these strategies are supported with studies that meet definitions of SBR.	2 Content is research related. Practices listed may have been based on research but never evaluated using an experimental or quasi-experimental design.	1 Content was selected based on testimonial data or studies/ articles without a research foundation No apparent research base.	0 Can't tell from plan

Comments: _____

Trainers were identified (list):

Provider identified (TQ 6)_____

Design (See CSIP Constant Conversation #II F 1 and 2)

10	3 Design includes: Theory Demonstration Practice Collaboration and plan is sufficiently focused to allow for all design elements. (TQ7)	2 Design references elements (theory, demonstration, practice, collaboration) but it is unclear how each element would be provided.	1 Design elements not referenced	0 Can't tell from plan
11	3 When more than one topic area is the subject of training, time is provided for each area specified in the plan. (Leave blank if plan does not include multiple topic areas.)	2 Adequate time is provided for only one area.	1	0 Can't tell from plan
12	3 Design describes how time will be made available for intensive PD training. Adequate time for training is provided.	2 Time is provided but not adequate to support teacher learning.	1 Time issues not addressed.	0 Can't tell from plan
13	3 Adequate time is set aside for collaboration.	2 Time planned for collaboration is insufficient to support implementation.	1 Time issues not addressed.	0 Can't tell from plan

Comments:_____

Ongoing Cycle (See CSIP Constant Conversation #II F and G)

14	3 All teachers responsible for instruction are included in training and learning opportunities and collaboration. (TQ8)	2 Subset of faculty is included in training and learning and collaboration.	1 Plan sends a few teachers to training with the intent of “training-the-trainer” without provisions for supporting the scaling up.	0 Can’t tell from plan
15	3 Implementation plans describe what the teachers will be studying and putting in place in the classroom – includes expectations for frequency of use. (TQ 10)	2 Implementation plan is referred to but there is insufficient detail to determine actual plan.	1 Study of implementation is not addressed.	0 Can’t tell from plan
16	3 Plan includes a process for monitoring implementation – the plan describes how fidelity and frequency of implementation will be studied. (TQ 10)	2 Plans indicates that implementation will be monitored but does not specify both frequency and fidelity.	1 Plan does not monitor implementation.	0 Can’t tell from plan

Comments: _____

Formative Evaluation (See CSIP Constant Conversation #III and IV B)

17	3 Plan describes how students will be assessed to see if they are responding to instruction that is the focus of the PD initiative (formative). The assessment aligns well with the content being presented. (TQ 11, TQ 12)	2 Student progress is assessed but the assessments don't align with the content being presented.	1 Plan suggests formative assessment procedures will be done but there is insufficient information to know what will be collected.	0 Can't tell from plan
18	3 Formative data are collected frequently enough to shape decisions about future. PD	2 Formative assessments are listed but schedule is not included.	1 Formative assessment of PD initiative not addressed by plan.	0 Can't tell from plan

Comments: _____

Summative Evaluation (See CSIP Constant Conversation #IV)

19	3 Summative looks at ITBS/ITEDs plus other assessments including end of the year review of formative data as per CSIP requirements. (TQ 12)		1 No summative plan.	0 Can't tell from plan
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Comments: _____

List PD Target and Content:

	All levels/Grade spans	Elementary	Middle School	High School
Reading Target:				
Reading Content:				
Math Target:				
Math Content:				
Science Target:				
Science Content:				
Other Target:				
Other Content:				